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Executive Board Convenes

THE UNESCO Executive Board, meeting for the first time since the Mexico City General Conference, took important decisions during its four-day sessions at Unesco House, February 12-15. Among these were approval for top-flight appointments to the Secretariat, preparations for the Third Session of the General Conference, and the establishement of priorities for the 1948 world programme of Unesco.

A series of eight meetings was held under the chairmanship of Dr. E. Ronald Walker (Australie). Vice-Chairmen included Sir Sarvepalli Radhakrishnan (India) and Professor Alf Sommerfelt (Norway).

Fifteen of the eighteen members of the Board were present at the sessions with three alternates for members unable to attend. Observers included representatives of the United Nations, the I.L.O., the W.H.O. and the F.A.O. Present also at the meetings were Dr. Julian Huxley, Director-General of Unesco, Mr. Walter H. C. Laves, Deputy Director-General, and M. Jean Thomas, Assistant Director-General.

Held in a newly-prepared conference hall on the ground floor of Unesco House, the sessions were regularly attended by visitors, members of the Unesco Secretariat and representatives of the French and international press in Paris.

Early in the first meeting, Dr. Walker keynoted the purpose of the work ahead when he referred to "the absolute necessity of ensuring that the money which the tax-payers of the Member-States contribute towards the noble purpose of Unesco is spent to the best advantage . . ."

New Secretariat Appointments

The Executive Board approved five important nominations to the Unesco Secretariat. These included the creation of a new post, that of another Assistant Director-General, to be filled by Dr. Clarence E. Beeby, Director of Education of the government of New Zealand and twice head of his nation's delegation to the Unesco General Conference. Dr. Beeby will have special responsibilities in the field of education.

Professor Pierre Auger, eminent French scientist and member of the Atomic Energy Commission, will join Unesco as head of the Natural Sciences Section, replacing Dr. Joseph Needham F.R.S. (United Kingdom) who is returning to his work at Cambridge University after two years pioneer work with Unesco.

Dr. Hadley Cantril, eminent American social psychologist and Professor of Social Psychology at Princeton University, will direct the important Unesco project of Enquiries into the Tensions Affecting International Understanding.

Professor Pedro Bosch Gimpera, leading Mexican archeologist and former Dean of the Philosophy Department of the University of

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Huxley Reviews 1948 Progress

In a report to the Executive Board on February 12, Dr. Julian Huxley, Director - General of Unesco, reviewed the progress made by the Organisation in the first six weeks of the year to get the new programme under way.

"Important measures have been taken since the beginning of 1948," he declared, "to give effect to the resolutions adopted by the Conference in Mexico." The Executive Board then heard a statement which gave details of several activities already in progress.

Dr. Huxley referred to the advances made this year in the field of educational scientific and cultural reconstruction, deemed most urgent of all Unesco's activities. He also stressed the importance of the preparatory work for the impending organising meeting for the creation of an International Institute of the Hylean Amazon

In the field of Exchange of Persons, thirteen further scholarships—ten donated by the French government and three by the American Chemical Society—had so far been awarded through Unesco itself, is in preparation, he reported. Moreover, the government of New Zealand had offered a fund of £15,000 for the financing of further fellowships.

The creation of an Educational, Scientific and Cultural Production Bureau is well under way, the Director-General continued. Such a bureau will stimulate the publicising and dramatising of examples of co-operation between nations and make better known the ways of life of peoples to their neighbors. Within this framework, a scheme is shortly to be launched whereby twenty nations will be invited to participate in preparing a series of 48 special documentary films.

Concluding his report, the Director-General stressed that though the year was but six weeks old "I have been able to observe very encouraging signs of a dynamic and effective activity in all fields of the new programme."

Theatre Institute

The International Theatre Institute (I.T.I.) will hold its Constituent Congress in Mala Strana, Prague, at the Palace of the National Council from May 31 to June 5, 1948. It is expected that distinguished theatre artists, craftsmen and administrators from about twenty-five countries will meet under the co-sponsorship of Unesco and the Czechoslovakian Government. Over fifteen countries are now actively engaged in forming National Centres and selecting delegations to attend the First International Theatre Congress.

The latter is to be opened by J.B. Priestley (United Kingdom), who is Chairman of the Provisional Executive Committee of the I.T.I. It will consider adoption of a Charter and how best to move forward in its purpose, as set forth in the Final Draft Charter: "to promote international exchange of knowledge and practice in theatre arts".

Amazon Meeting Opens In Peru April 30th

ON April 30 of this year a Conference of interested member nations of Unesco will be convened upon the joint invitation of the governments of Peru and Brazil and of Unesco, to consider the establishment of the International Institute of the Hylean Amazon (IIHA). The United Nations, its Specialised Agencies, and several interested international organisations have been invited to participate in the deliberations of the Conference.

Unesco's activities in connection with this meeting stem from resolutions passed by its General Conference at the recent Second Session in Mexico City. The Director-General was instructed to take steps to bring this Institute, which was originally proposed by the Government of Brazil, into being in 1948.

None of the projects sponsored by Unesco has attracted more interest than this proposed creation of the IIHA, for behind this designation is a broad programme for the study oh a huge, but very little known area of the world.

Extending from the Andes to the Atlantic and from the River Orinoco to the Mountains of Bolivia, the Hylean Amazon—the vast wooded region of the Amazon River basin—is some 7,000,000 square kilometres in area. Except for a few settlements mainly along river banks, the only inhabitants of this region are about three hundred thousand Indians, whose conditions of life in many cases are extremely primitive. The density of population of the region is one of the lowest in the world.

Delegates to the forthcoming Hylean Amazon Conference in Peru will probably see scenes similar to one shown below: Inca ruins at Macchu Picchu, in region of the Source of the Amazon River.

Aims of Institute

The purpose of the Institute would be to encourage and conduct scientific studies in the region, directed towards the greater understanding of tropical nature and of man's relation thereto, the practical development of the region by the Governments concerned and towards the furtherance of international co-operation and understanding.

The project for the creation of an international research institute in the Hylean Amazon has been inspired by the past history of the region. Since the discovery of Amazonia, it has been continuously explored by scientific missions of many nationalities with the aim of drawing up its botanical and zoological inventory, of becoming acquainted with the state of social development and organisation of its native tribes, of determining the essential characteristics of its climate and soil, of carrying out archaeological excavations and finally of opening up the economic wealth and exploring the demographic possibilities of its vast area.

These long and difficult tasks have too often remained fruitless for want of a permanent centre or body to co-ordinate them, follow them up and pass them on to succeeding generations. Furthermore, the materials collected by various expeditions were often lost, and their reports, although still extremely valuable documents, are largely scattered and forgotten. One of the primary tasks is to bring to life all that exists in archives, libraries and museums concerning Amazonia, and further to renew, with con-

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Truman Addresses National Commission

PRESIDENT TRUMAN, addressing members of the U.S. National Commission for Unesco in Washington, declared on February 16 that the realisation of Unesco's programme "will mean peace in the world."

Convening at their fourth meeting, the one hundred members of the U.S. National Commission and some 150 observers also heard addresses by Secretary of State George Marshall and Howland Sargenat, Deputy Assistant Secretary of State for Public Affairs. The convention was called to study the 1948 Unesco world programme and to take steps to implement it within the United States.

President Truman received the delegates at the White House and told them: "I sincerely hope that you will continue what you have started; that you will work at it hard enough so that nine-tenths of the decisions I now have to make will never come to this desk. You can do that. That will mean peace in the world."

Secretary Marshall told the opening session of the meeting that the work of Unesco was of "tremendous importance to world peace." He added: "My heart is in what you are trying to do."

Dr. Milton Eisenhower, President of Kansas State College and Chairman of the U.S. National Commission for Unesco, appealed to the delegates to carry the Unesco programme to the "grass roots" of the nation and to continue to reach as many people as possible. "Unesco's high-level scholarly attack on the problem of peace must be supplemented by activities in which great masses of people can take part, and through which they can make definite contributions to peace and international understanding."

Gandhi and Unesco

See Page 2.

Unesco Deplores Death of Gandhi

Radhakrishnan Pays Tribute To Mahatma

By Prof. Sir Sarvepalli Radhakrishnan,

Vice-Chairman of Unesco Executive Board

On February 13, Professor Sir Sarvepalli Radhakrishnan, Vice-Chairman of Unesco's Executive Board was invited to address a large audience at Unesco House in Paris on the subject of Mahatma Gandhi, whose tragic death shocked the world on Friday, January 30. The reader will find below significant passages from this moving extempore speech.

LADIES and Gentlemen: I am honoured by the invitation to speak to you on Mahatma Gandhi. I know from the tributes that have been received how much his death has been deplored throughout the world.

There are many famous men, many important men, big in their own way, big in their own space and time, but they are small in stature compared to Mahatma Gandhi. His mastery over himself, his courage and consistency of life, his profound sincerity of spirit, his abounding, all-embracing charity and that strong conviction that he had, and shared with other great ones of history, that martyrdom of the body is nothing compared to the refinement of the soul. All these great qualities show, if I may say so, his essentially religious genius: the impact of religion on life, the impact of the values of eternity on the shifting problems of the world of time.

When we use the word religion, many of us in our time are more or less sceptical about it. But the kind of religion Mahatma Gandhi professed is one to which even the most sceptical, even the most intellectual highbrows could pay allegiance to. Fifteen years ago I edited a book on Contemporary Indian Philosophy. He sent me a page, and in that page he said: "There are people who call God truth. I say truth is God There are men in the world who have denied God, but there are no men who have denied truth. I am a believer in truth. That is God for me.

You may always take it that the prophets of the spirit, by simply standing outside history, mould history. They leave the greatest impression on history simply because they have this quality of detachment from any kind of allegiance to earthly possessions themselves. Gandhi belonged to that type. He had no attraction for the material things of life so far as his personal life was concerned, though he was anxious to make the material conditions of life better for large numbers of men.

Freedom

Freedom for him was not merely a political fact, it was a social reality. He was anxious that India should be converted from social corruption and from communal strife, and that the people raise themselves in their own esteem, discover their own dignity in their own conscience, in the depths of their own souls.

He felt that while August 15th was a day of triumph so far as political problems were concerned, it was a day of humiliation because the country was then enslaved by petty communal passions.

He, therefore, kept away from the celebrations of political independence and went walking in the villages of Bengal, lonely, barefooted, taking his sustenance in the homes of small and humble peasants, asking their forgiveness and entreating them to remove from their hearts every trace of bitterness, resentment or ill-will. That is what he was doing. His advice to the new Government was that the proposed division of the country should not be accepted. Until two days before it was actually accepted he was arguing against it, but the leaders were caught in a moment of great frustration. They were tired of communal killings which had disgraced the country for the past few months. They were eager and anxious to give some kind of relief or security to the harassed multitudes of the country. So against their better judgment, against the advice of Gandhi, they accepted the partition of the country.

"... or I die."

I met him early in December, and when I was discussing the political situation with him, he said: "Either I heal the differences or I die in the process." He died in the process.

He was not able to achieve that communal peace and unity. He fought for a free and united India. Free, in the political sense of the term, India is, but united she is not. That social freedom, that communal amity, he has not been able to achieve.

And yet if there is any message that he has left behind, it is the message that we can cure these ills only by the methods of peace and reconciliation. If communal peace is to be established in India, the only thing that is open to us is to adopt his methods: that is, to refrain from anger, to refrain from any kind of intemperance of thought, word or deed, and not to indulge in any expressions of violence or any kind of hatred knowing that it is likely to accentuate animosity. That is the only way in which we can build up a true memorial for him.

Whatever we may think about Gandhi's part in the liberation of India, his essential object was not so much the liberation of India as the liberation of the world. He was trying to use India as an experiment by which he would be able to suggest to the world other ways by which differences could be adjusted and settled.

There are people who tell us: non-violence is the dream of the wise, violence is the history of man. We know the results which such battles have achieved. But there is another battle steadily going on in the hearts of men: a battle for human decency, for human dignity, for the removal of physical strife which constricts human life, for preparing the world for a condition of warlessness. That is the battle which is going on, and so far as that battle is concerned there has not been a greater fighter than Gandhi himself.

He tells us again and again: "Take care of the darkness in your soul, of the savage intolerance, of misunderstanding, of fear, suspicion, resentment and all such factors which are the breeding ground of wars, and if you have to battle for a world that is to be free from wars, you must expose the darkness which is there entrenched in your soul. You must try to bring some light to bear upon it and make people believe that the world is one in its deepest roots and in its highest aspirations.

Unity of Peoples

Until we are able to liberate ourselves from this feeling of resentment and selfishness it will not be possible for us to establish a world on the lines of peace, human sanctity and generosity. It is one thing to bring about changes in the social architecture of the world. We can go about establishing world organisations, but no world organisation can thrive unless that spirit is there: that spirit, that love is stronger than hate; that understanding is much better than lack of understanding; and if Gandhi stood out for any ideal, it was for this ideal of developing unity of religion, unity of peoples, unity of cultural thought, and for preparing the world for a world culture, a world conscience. This world conscience is the spiritual counterpart of the material world community. These world organisations cannot be established unless the spirit for which Gandhi stood is there to inspire them.

He has met with the fate which awaits all those who are ahead of their time; the victim of misunderstanding, reaction, hatred and violent death. "A light shineth in the darkness and the darkness comprehendeth it not." The whole cosmic process is a perpetual struggle between reason and unreason, between love and hate, between light and darkness, and those who fought for light, for love, for reason, have to meet with their opposites of darkness, of hate, of unreason, and they have sometimes, more often when they are sincere, succumbed to these forces.

We made Socrates drink death, we nailed Jesus to the cross, we lighted the faggots which burned the martyrs, and Gandhi has not escaped that fate. And yet his life has a kind of classical completeness about it.

Here he was, laying down his life, facing unreason, hatred, anger, dissension, and at the last moment with the name of God on his lips, and with love and forgiveness in his heart. Thus as he crumpled down, with blood streaming from his lips, he lifted up both his hands and greeted the murderer who was there facing him. You cannot conceive of a death more noble, less hateful than that.

Here was Gandhi, who presented to this unbelieving world everything good that human nature is capable of, the very highest ideals which we can possibly possess. He belongs to a type that redeems the whole human race, which invests it with superhuman glory.

His body is reduced to ashes, which are scattered on the waters, but the spirit in him is a light from above which will penetrate far into space and time, and inspire countless generations.

Bhangi Colony,
New Delhi, the 25th May '47.

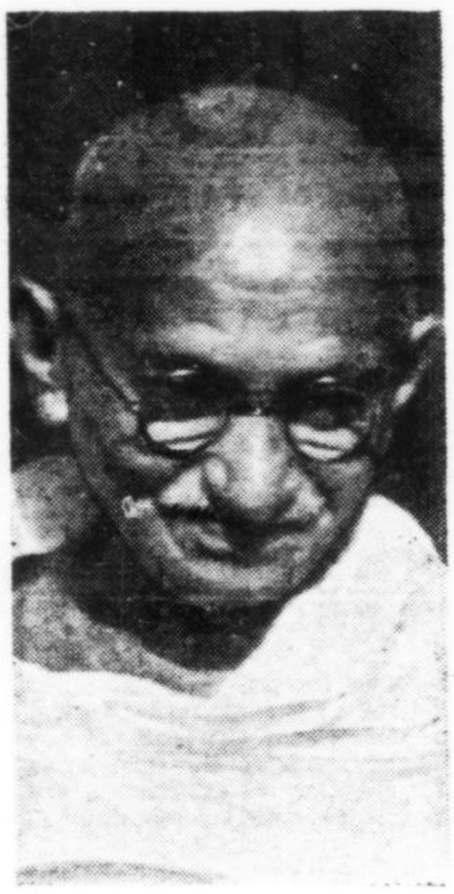
Dear Dr. Julian Huxley,

As I am constantly on the move, I never get my post in time. But for your letter to Pandit Nehru in which you referred to your letter to me, I might have missed your letter. But I see that you have given your addressees ample time to enable them to give their replies. I am writing this in a moving train. It will be typed tomorrow when I reach Delhi

I am afraid I can't give you anything approaching your minimum. That I have no time for the effort is true enough. But what is truer is that I am a poor reader of literature past or present much as I should like to read some of its gems. Living a stormy life since my early youth, I had no leisure to do the necessary reading.

I learnt from my illiterate but wise mother that all rights to be deserved and preserved came from duty well done. Thus the very right to live accrues to us only when we do the duty of citizenship of the world. From this one fundamental statement, perhaps it is easy enough to define the duties of man and woman and correlate every right to some corresponding duty to be first performed. Every other right can be shown to be a usurpation hardly worth fighting for.

Yours sincerely
M K Gandhi



Julian Huxley Cables Sorrow To Pandit Nehru

Following the assassination of Mahatma Gandhi on Friday January 30, 1948, Dr. Julian Huxley, Director-General of Unesco, forwarded the following telegram to Pandit Jawakarlh Nehru, Prime Minister of India:

PLEASE PERMIT ME CONVEY MY PERSONAL PROFOUND SYMPATHY WITH YOU AND PEOPLES OF INDIA IN TRAGIC DEATH OF MAHATMA GANDHI. STOP. HE WILL SURVIVE AS AN IMMORTAL SYMBOL OF UNDERSTANDING BETWEEN MEN IN A WORLD TORN WITH MISUNDERSTANDING. STOP.

Julian HUXLEY,
Director-General Unesco Paris.

In 1947 Unesco undertook an examination of the philosophical basis of human rights. It asked a number of thinkers and philosophers all over the world for their thoughts and opinions on the subject. We reproduce the original letter which Mahatma Gandhi sent to Unesco, in reply to this questionnaire, prior to his death

EXECUTIVE BOARD CONVENES

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Barcelona, was named to head the Philosophy and Humanistic Studies Section.

M. Gordon Menzies, an experienced Australian administrator and former U.N.R.R.A. Director for Manchuria, joined the Secretariat as head of General Administrative Services.

Testifying to the importance of the new appointments, Dr. Huxley said they indicated the great strides forward Unesco had already taken that it could attract to it men of such distinction.

The Board unanimously voted that M. Roger Seydoux (France) replace Professor Auger as member of the Executive Board. Professor Auger had resigned from the Board shortly before the announcement of his appointment to the Secretariat.

Considering the programme for 1948, the Board noted that financial and staff considerations limited the rapid development of all the projects simultaneously. It therefore affirmed the principle that the most urgent activities should be the subject of "intensive prosecution during 1948," while the remainder should be the subject of "limited preparatory work, looking towards a more intensive prosecution after 1948."

On the question of a fourth "Pilot Project" in Fundamental Education, the Board agreed that it would be initiated this year if Unesco were invited by the Peruvian government. It had been tentatively considered that such a project might be developed among the Indians in the region of Cuzco, ancient capital of the Incas.

Third Session of the General Conference

Important also during the Executive Board discussions was the subject of the Third Session of the General Conference, to be held in Beirut, the Lebanon, next October.

Presenting a report on conditions and material facilities available in that city, offered by the Lebanese government as site for the Third Session, Dr. Huxley spoke highly of the efforts being made there to prepare adequate arrangements for such an international conference.

The Lebanese government, he declared, was constructing two large halls for the conference sessions. Ample hotel accommodation would be available for delegates and Secretariat Members.

Dr. Huxley add that the local authorities were most anxious that the conference should take place in Beirut, and that it should be a success. Distinguished foreign residents in the Lebanon, he concluded, had emphasized the political importance of holding the conference there "as it would give Unesco an opportunity to make a very concrete contribution towards international understanding."

The Executive Board decided that the Third Session of the General Conference was tentatively scheduled to open on October 14, 1948 and was to last about three weeks and a half.

The Board also considered problems of administration, of finance and of Unesco's external relations during its four-day meetings.

Special sub-committees of the Executive Board had met for several days prior to the plenary sessions. These groups considered Unesco's relations with non-governmental organisations, a tentative agenda for the Third Session of the General Conference, Unesco's work in the field of cultural reconstruction and questions of the status and responsabilities of members of the Executive Board.

SAVE THE CHILDREN!

Says Report To Unesco on Educational Problems of Child War Victims

ONE OF the tasks assigned to the Secretariat of Unesco in 1947 was a study of the effects of the late war on children.

As a preliminary measure to this study, Dr. Simone Marcus, a Frenchwoman with a distinguished record for work amonst child war-victims, was invited by the Secretariat to prepare an interim report.

On the basis of this report the Second Session of the General Conference voted to instruct the Secretariat to continue its work on war-handicapped children, stressing the importance of special emphasis on the educational problems of these children.

The Director-General was instructed to "draw up a plan of study and action on the educational problems of war-handicapped children, in collaboration with the national and international organisations concerned" and "to obtain from experts in different countries information and factual reports, and to institute a field survey of the most significant experiments made in that field."

Therefore, new educational surveys will be undertaken this year on this problem and it is hoped that a complete report will be ready for submission to the Third Session of the General Conference in Beirut.

The interim survey, reported below, thus constitues the first step in the study of a situation which will probably require attention for many years to come. It is useful because it shows the urgency of the problem and the role that Unesco can play, especially in the field of education.

Quoting the statement of Lord Horder: "Let us take care of the children, for they are all that we have for to-morrow", Dr. Marcus points out that amongst the 20,000,000 people who lost their lives during the Second World War, 3,000,000 were children (more than a million children perished in Poland alone), and that the children who survived had, in countless cases, been orphaned and had their health permanently affected. After a survey of the purely physical harm done by the war, Dr. Marcus discusses the psychological effects, starting with the dislocation or destruction of family life, and the social changes brought about by war.

In the meanwhile, juvenile delinquency has increased to an alarming extent. Dr. Marcus is careful to point out that this delinquency shows itself in two forms—one the ordinary variety, which she feels is more of a concern for the psychiatrist than for the social worker, and the other, of a different sort, which is much more common at present and which springs from a state of insecurity to be attributed to the conditions of the times. Under enemy occupation that insecurity was part of a state of affairs in which it became the duty of the individual to do what he could to set at nought whatever laws were imposed by the occupant.

Education Disrupted

The physical and psychological difficulties outlined above, together with the damage done by invasion and occupation of the war devastated countries of Europe and Asia, have had as one of their results, the complete dislocation, if not destruction of the educational system of the countries concerned. The effects of this, in turn, on the general behaviour and future prospects of the children concerned can be easily imagined. At the best.

Yet despite all this, there has been a real hunger for learning made manifest by the older students, at least, young men and women who during the war years ran great risks and worked with unbounded energy to try and make up for what they knew that they were missing as the result of war and occupation.

With this note of encouragement, Dr. Marcus turns in her report from the ham done by war to a description of the efforts which are being made by devoted people throughout the world to alleviate that harm.

Two international consultative enterprises described by Dr. Marcus are the International Study Weeks at Zurich and the advanced course in medicine and teaching at Lausanne; the International Weeks at Zurich have been able to help in France, Poland, Austria and Greece with gifts of books, etc., and in addition have held meetings in Germany and Italy, the former having taken place at Heidelberg.

In stressing the need for the greatest possible help for children, Dr. Marcus makes the point that the help almost immediately begins to give results, as soon as it is forthcoming, so elastic are the recuperative powers, both mental and physical, of children.

"Children's Villages"

Chapter III of this report deals with the effect of the war on schools and education, and the measures taken to deal with the shortage of trained personnel, books and equipment and accomodation, as well as the education of orphan and homeless children. Among the most interesting developments in this field which are described by Dr. Marcus are the children's villages set up in France, Switzerland, Poland, Hungary and elsewhere; of these, perhaps the Pestalozzi Village in Canton Appenzell, in Switzerland, is the most striking example, grouping as it does some three hundred children of ten or more nationalities—all refugee orphans.

Efforts of War-Hit Nations

Hungary, with 200,000 orphans is beginning to deal with the problem which they present in the same way, and in Yugoslavia villages are being constructed for 88,000 orphans; the work of this sort which has been done in Italy since the end of the war has attracted great attention all over the world.

Dr. Marcus, in her report, records that this idea is not a novel one, instancing the "Children's Republics" created in Palestine by the Zionist organisations for Jewish orphans arriving from Europe, the home for Basque children at Carshalton in Surrey and the famous experiment of Father Flanagan in the United States; all these ventures, she comments have served to show the efficacy of the idea which, however, is not to be regarded as a "cure all."

As stated above, Dr. Marcus' report is only the first step. This year Unesco will extend its work on war-handicapped children by stressing the educational problems that must be met to aid these unfortunate children.

A WAR-DEVASTATED COUNTRY

Hungarian Delegate Views Nation's Role in Unesco

By **Edmond FERENCZI**
Permanent Delegate of Hungary to Unesco

FOR HUNGARY, participation in the work of Unesco does not mean quite the same thing as it does for most other countries.

For it is not merely a matter of renewing cultural and scientific contacts interrupted by the war.

It is not simply a matter of binding up, with Unesco's aid, her smarting war wounds, so that she can resume her "traditional place among the civilised nations."

No. For Hungary, the war was not just a break in continuity, an unhappy interlude or now forgotten nightmare, but the complete transformation of her social structure and of the elements of her cultural life—a transformation for which her best thinkers and poets had prepared the way.

When the war ended, Hungary found her agricultural and industrial population eager for knowledge, but without teachers, schools or methods. Added to this was the tragic and imperious necessity of carrying out, quickly and effectively, a big programme of social, economic and cultural reform.

Revolutionary means had to be called upon, since cultural development was the condition of public safety. Before the war Budapest had a people's college, the Gyorffy College, where young peasants found, besides their university studies, lodging, extratuition and teaching in languages. At the liberation this College became a prototype, and later the headquarters of a vast movement of people's colleges, which after only 3 years now numbers more than 130 institutions and almost 18,000 pupils.

Coupled with this amazing effort, are the projects of the Ministry of Education, which form part of the "Three Year Plan." This Plan aims, in spite of losses and destruction, at giving the Hungarian nation a higher standard of living and a fuller culture than in 1938.

Energetic steps are being taken to increase the number of schools of all grades, to swell the ranks of the teachers and improve their social standing, to standardise teaching methods, develop adult education, organise leisure, expand libraries, salvage works of art and build playgrounds.

It will readily be seen that under these difficult conditions Hungary's membership in Unesco has nothing "idyllic" about it.

A country like Hungary, in the process of reconstruction, cannot look upon internationalism as an end in itself.

Hungary, then, looks for three things from Unesco:

I.—The possibility of breaking away from a certain scientific, cultural and educational isolation and of maintaining fruitful relations in these fields with all Member States, in accordance with the most ancient traditions of our country.

II.—An indirect means of making contact with the United Nations, of which she is not yet a Member, in the conviction, increasingly backed by experience, that Hungary's particular form of democracy can strengthen the comity of nations.

III.—Certain forms of material assistance, for which Hungary has urgent need, although she is aware of the limited resources available to the Organisation.

In return, Hungary brings to Unesco the support of her thousand-year-old civilisation, which in the three realms of education, science and culture, and despite the small size of her territory and the barrier of her language, has made noteworthy contributions to world civilisation.

She also brings her new experiments, bold and often improvised (all the more surprising in a people crushed by the feeling of fatalism and now victim of a "heroic defeat" complex), but which, outside controversial fields, can open new paths to Unesco and add a certain philosophy of men and things almost unrepresented within the Organisation.

The liberation of Hungary not only drove out the Nazis, but by overcoming the sense of an inescapable doom, has taken on universal significance, since it leads towards the liberation of all mankind.

THIS IS A WORLD TRAGEDY

After wandering for a long time he sleeps in a Children's Home.

"THE BOOK OF NEEDS"

"THE BOOK of Needs is Unesco's first account of post-war educational and cultural losses and needs. It is a bird's-eye-view of the present critical situation of education, science and culture in fifteen war-devastated countries."

With these words Dr. Julian Huxley, Director-General of Unesco, begins his foreword to this book published by the Organisation at the end of last year.

Dr. Huxley goes on to say:

"There is much repetition in this report. The same story is told again and again with only some variety in the different settings. The tragedy presented is indeed the tragedy of repetition: in every country there are ruins, lack of equipment, overworked teachers, white-faced children.

"It is perhaps through the full realisation of this repetition that the enormous extent of the harm done by the invader can best be appreciated and the immensity of the problems which still confront the world."

But the Book of Needs is not only a survey of the widespread destruction of material resources in school buildings and school equipment. In preparing this report it was felt that additional data concerning the ravages to the health standards of children and adults, as a direct result of the war, were worthy of inclusion.

As Dr. Huxley says in his foreword:

"I hope that this first attempt to set forth a picture of losses, achievement and needs in countries still lying in the shadow of the ruin of war will reach a wide public. The reconstruction of educational, scientific and cultural life in these war-devastated countries makes a world-wide call for help which cannot be ignored by anyone who cares for the preservation of real values in tomorrow's generations."

The majority of the schools throughout the country are either totally destroyed or only the shells of the buildings remain. The loss of equipment is almost total. The report declares:

"There is no reliable evidence that there is any village school completely undamaged, with furniture intact and adequate equipment."

In Greece, for example, the report states that the country, always poor, is now practically destitute:

In the case of Poland, six million citizens perished and the whole country was devastated. 500,000 children lost both their parents, 3,000,000 children are undernourished; two-thirds of all books in libraries were destroyed and sixty per cent of the country's educational structure was wiped out.

The same tragic pattern of misery and want is repeated throughout the war-ravaged countries of Europe and the Far East.

The situation is not, however, one of unrelieved gloom. The fifteen countries whose problems are discussed in the Book of Needs have not been idle; nor are they passively waiting for foreign help. Governments and national voluntary organisations are exerting every possible effort towards the reconstruction and rehabilitation of their own countries. But without outside help they cannot hope to accomplish all that still remains to be done.

The book closes on a note of urgency, with the following words:

"Much has been done, much is being done to help the war-devastated countries in their immense task of educational, scientific and cultural reconstruction. Much remains to be done. It is now two years since the war ended, but so great was the havoc wrought by the most terrible war in history that no country can yet be said to be within sight of real and total rehabilitation."

(The Book of Needs. Unesco, Paris 1947. 112 pp. $1.00 or 5 s.)

School Pamphlet To Be Reprinted

A reprint is being made of the booklet "Going to School in War-Devastated Countries", published jointly by Unesco and the Commission for International Educational Reconstruction (C.I.E.R.). The booklet was written by Mr. Leonard S. Kenworthy, American educator now of the Unesco Secretariat.

First published in 1947, "Going to School in War-Devastated Countries" met with immediate success. It shows the difficulties under which education is being carried on in devastated countries because of the lack of such simple tools as pens, pencils, chalk, notebooks and ink.

But the type of assistance needed ranges far beyond these elementary supplies. It includes technical books and equipment for science teaching, dental and agricultural schools, fellowships and study grants for work in less handicapped nations of the world, as well as the need for exchanging educational missions with other countries.

Pointing out that "the very basis of international understanding and world peace is educational opportunity" and that "the heroic teachers and students in the countries ravaged by the war need your help", the pamphlet concludes with a plan for aid either through contributions of goods, services and money to existing projects or through the launching of new activities by organisations or schools large enough to make this practicable.

UNESCO IN ACTION THR

U. S. A.

National Commission

Unesco and National Co-operation

ONE OF the highlights of the recent Mexico Conference was the importance attached to the rôle of the National Commissions. As Dr. Milton Eisenhower, chairman of the committee dealing with this question, declared with vigour: "Unesco is a people's agency" or, better still, a "people's movement" In this sense it is strictly dependent on the effective support that the peoples of its various Member States can give it.

The Mexico Conference was unanimous in urging that National Commissions be rapidly created in those States where they do not as yet exist, and that the greatest possible assistance be given to National Commissions already in existence, especially through the publication of information concerning the work and achievements of Member States.

The Unesco Courier is therefore presenting on this page, summaries of a few of the many reports submitted recently by the National Commissions to Unesco and the General Conference on the work of their National Co-operating Bodies.

We regret that space permits the reporting only of a very small number of these highly interesting documents—all of which show the live interest that the Governments and peoples are taking in the work of this Organisation.

Several of these Commissions have only recently begun to function. Others have already gained considerable experience in positive action. However, the speed of development and the internal organisation of each of the National Commissions is a question that depends in large measure on its cultural tradition. National Commissions are in fact only the reflection of the national heritage of the individual country.

For example, the Unesco National Co-operating Body in the United Kingdom, which has already achieved important results in its work, is based on a conception which distinguishes it from all other now existing Commissions. No central National Commission exists in Great Britain, but instead nine specialised, independent bodies each dealing with one of Unesco's principal fields of interest. This system reflects the spirit of indepenrence and the decentralisation which is at the base of all British cultural life. It would be absurd, and indeed harmful to seek to deny this true diversity of cultural tradition which is the solid core around which Unesco must build.

Highlights Reconstruction

ON THE occasion of the meeting of the U.S. National Commission in Washington on February 16 the entire membership of that body numbering approximately 100 was received at the White House, by President Truman, and later addressed by Mr George Marshall, the Secretary of State.

These two functions served to mark the important place which had already been won for itself by the U.S. National Commission during a life of a little more than a year. The rapid growth of this body in prestige and in influence is the more striking by reason of the fact that when it was created the National Commission was a complete novelty in American life, for a body of this sort, within which the U.S. government, and private groups and individuals interested in education, science and culture could all work together, had never before existed.

In its official report to the Mexico Conference, the United States delegation observed:

"The National Commission for Unesco is an innovation in American life. To have stimulated the creation of the Commission may be deemed the first significant achievement of Unesco in its relations with the United States."

Professional organisations in education, science and culture are widely represented in the Commission, but representation is also given to many other groups interested in the objectives of Unesco—such as women's organisations, youth organisations, labour unions and religious groups.

A Secretariat for the Commission is furnished by the Department of State; this is known as the Unesco Relations Staff, and the Director of the Staff serves as Executive Secretary of the National Commission.

The National Commission at Work

The National Commission, the Chairman of which is Mr Milton S. Eisenhower, has, since its institution, advised the Government of the United States on the formulation and development of the Unesco Programme and on other important matters concerning the organisation—including the composition of the delegation to the annual meeting of the General Conference.

In addition, the National Commission has assumed, as a task particularly its own, the duty of promoting a greater understanding of the general purposes of Unesco on the part of the people of the United States, and, with this aim in view, established a Committee of Information.

The First National Conference on Unesco was held in March, 1947, under the auspices of the National Commission in Philadelphia; it was attended by the representatives of more than five hundred national voluntary organisations and served to disseminate widely information concerning Unesco. At the same time, to a certain extent, it was possible to give advice to local communities as to ways in which they might best help in the carrying out of Unesco's programme.

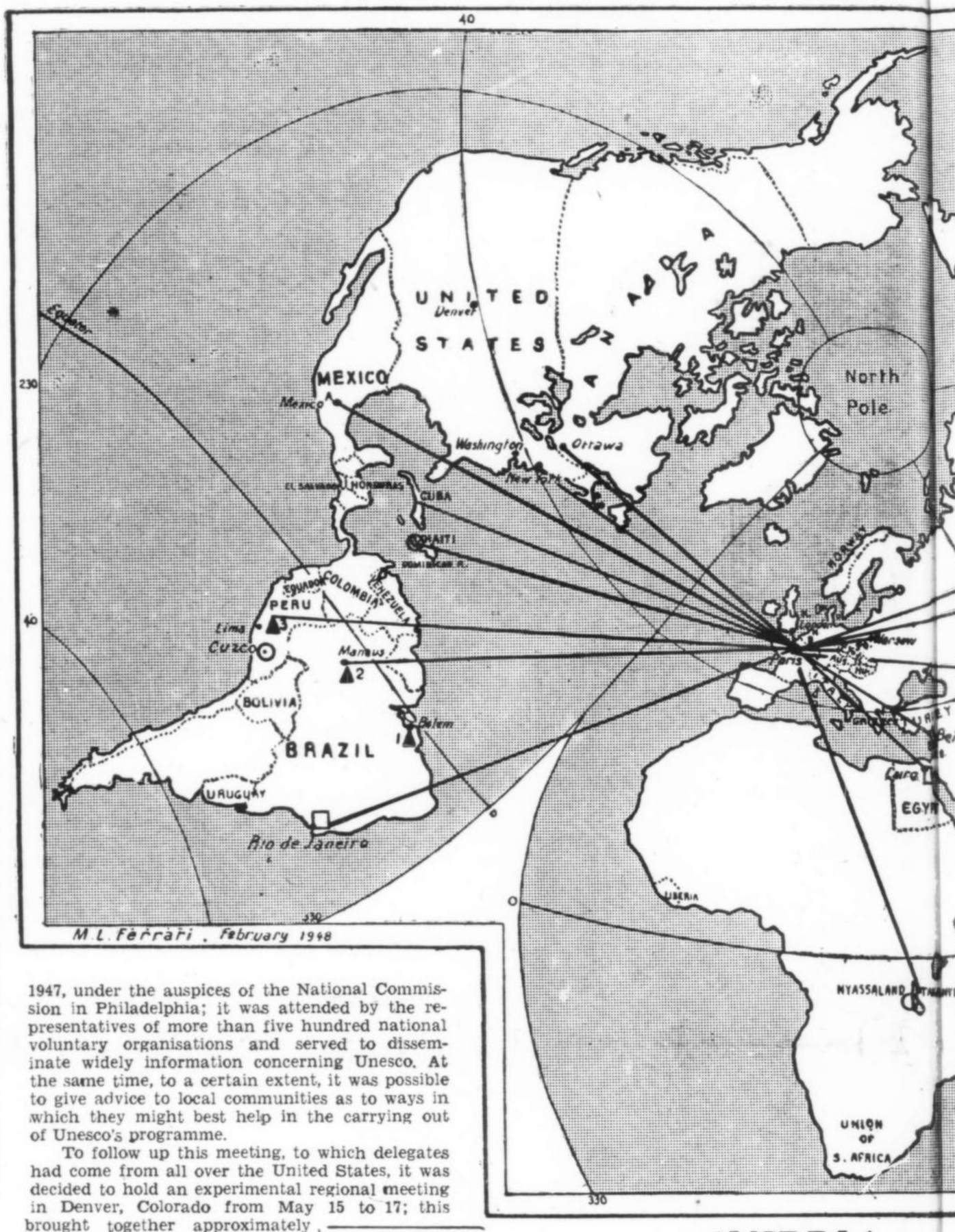
To follow up this meeting, to which delegates had come from all over the United States, it was decided to hold an experimental regional meeting in Denver, Colorado from May 15 to 17; this brought together approximately 1.900 persons from the Mountain-Plains region of the United States, representing organisations, colleges, schools and civic groups. The Conference organised itself into committees dealing with the various subjects on Unesco's programme

Since then, amongst many local meetings held, there are particularly worthy of note those held at Milwaukee on April 30, and at San Francisco on June 10. The former was paid for by a local department store, and brought together one thousand representatives of various organisations, while the latter was sponsored by the San Francisco Museum of Art.

Educational Reconstruction

Participation by U.S. voluntary organisations in Unesco's programme of educational, scientific and cultural reconstruction is coordinated by a body closely related to the National Commission. This is CIER (Commission for International Educational Reconstruction). Its functions are to stimulate action by voluntary organisations in the field of educational reconstruction, to make known needs in that field and to serve as a clearing house in the field.

American voluntary organisations during 1946 contributed nearly $62,000,000 for educational reconstruction, and more than $42,000,000 during the first six months of 1947. Of this amount approximately 80 per cent was contributed to Unesco countries. Evidence of great growth of interest on the part of the American public in the educational reconstruction of war devastated countries is provided by the fact that more than 300 voluntary organisations are now participating in this work, as against fewer than 40 a year ago.



"THE SUCCESS of Unesco, its ability to influence the peoples of the world and to contribute to the maintenance of peace, will in the long run largely depend on the efficiency and activity of National Commissions. They must interpret the purposes and programme of Unesco in terms likely to appeal to their own public opinion. They must advise their Governments on every issue relevant to Unesco's functions which interests, or should interest, their respective countries. And they should provide Unesco with the information and national collaboration it requires to fulfil its alloted tasks.

"A further point to emphasize is, that if they are to fulfil their function, National Commissions and Co-operating Bodies must be provided with the secretariat, organisational and financial facilities required to exercize real activity.

"A final point is the part that the National Commissions can play in the execution of Unesco's programme, which is not a series of operations centrally directed and executed by the Secretariat in Paris, but a combined effort to which each country can contribute. It will call for close and regular contact between the Secretariat and the National Commissions."

Dr. Julian HUXLEY,
Director-General.

AUSTRIA

New Member Sta Seeks Cultural Exc

ONE OF the first actions of the new Austrian government after liberation was the reconstitution of the old National Committee of Intellectual Co-operation, marking the beginning of a large scale effort to restore the cultural relations of Austria with foreign countries—relations which had been completely broken during eight years of German occupation and war.

Indeed, Unesco is pleased that, in spite of material and technical difficulties, Austria has taken the initiative to publish the first German-language magazine devoted exclusively to the activities and aims of the Organisation. This periodical, entitled "Unesco-Bulletin", produced its first issue in January of this year, less than a month after Austria's application for membership in Unesco was accepted by the General Conference in Mexico City.

Under the auspices of the National Committee a great many societies have been formed for the maintenance of cultural relations with foreign countries. Typical examples, selected from a list of twenty such bodies, are the Society for the Maintenance of Cultural and Economic Relations with the U.S.S.R., a Franco-Austrian Society, an Austro-British Society, an Austro-American Society, an Austro-Iranian Cultural Federation and an Austro-Argentine Society.

To aid in the reconstruction of the Austrian educational system a Unesco field worker toured the country during 1947 to evaluate the most pressing needs; part of the 1948 programme of Unesco includes a full survey of the technical needs of Austria in the fields of press, film and radio.

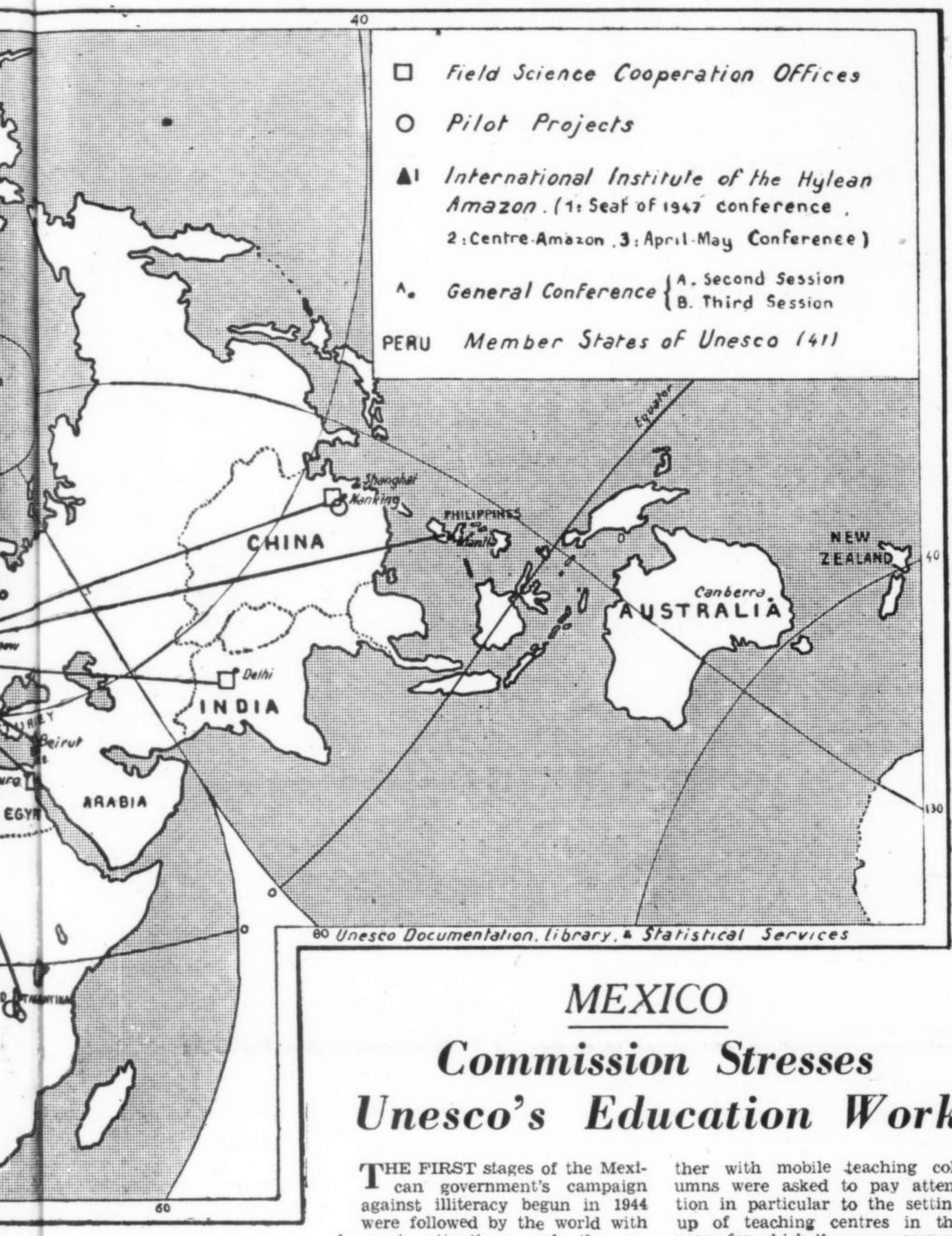
While links with foreign and international bodies were being reforged, Austria surveyed the state of science and education within her own borders; here, as elsewhere, the war had left many problems in its wake.

In a report on this subject made to Unesco just prior to the admission of Austria to membership of the organisation, and from which the details included in this article are taken, the Austrian government gives an account of some of the steps taken, and pays tribute to the help received from the relevant sections of the Allied Commission at present in the country. Among the tasks successfully undertaken by the National Committee since the end of the war was the publication of new books on Austrian history.

Contacts between Austrian and foreign youth have been eagerly sought; student exchanges are already taking place with Switzerland, France and the U.S.A., and International University Weeks have been held at Salzburg and at Alpach in the Tyrol;

In the exchange of broadcasting material much has been done; foreign stations have relayed

THROUGHOUT THE WORLD



MEXICO

Commission Stresses Unesco's Education Work

THE FIRST stages of the Mexican government's campaign against illiteracy begun in 1944 were followed by the world with great attention, and the remarkable results obtained received praise from all quarters.

Less attention, however, has been paid to the succeeding stages of the operation which, in the opinion of the Mexican government itself, presented problems even more difficult than those overcome when the campaign was first launched and when half the people of Mexico could neither read nor write.

In a report made to Unesco at the time of the Second Session of the General Conference last November, the Mexican government gave a number of reasons why the "follow up" of the original campaign had its own special difficulties. Among them were the following:

1.) Because the time had passed when learning to read and write was novel and exciting for the people;

2.) Because a large number of people had already been made literate, those illiterates who remained were stubborn cases the teaching of whom presented special difficulties;

3.) Because it was necessary to find ways of maintaining and increasing the interest of those who had recently been taught to read and write.

A nation wide publicity campaign, to which the president of the Republic, Senor Alemán gave all the authority of his person, was instituted.

A "Corps of Special Visitors" was created, members of which after selection were given instruction and then sent to different parts of the country to organise and guide the campaign.

These "Special Visitors", together with mobile teaching columns were asked to pay attention in particular to the setting up of teaching centres in the areas for which they were responsible;

In the light of the first part of the general campaign against illiteracy, it was decided that, in the "Follow Up" teaching should preferably be collective, as experience had shown that better results were obtained at Fundamental Education Centres where pupils were taught in groups, rather than individually.

A system of priorities was also drawn up; those who were to have first claim on the instructors' time were children who, for various reasons were not attending school; then came young persons and finally older men and women.

It was also recommended that the duration of classes in the regular Fundamental Education Centres should be one and a half hours, though in smaller rural communities, served only by travelling teachers, the length of lessons could be longer if required.

In order to make sure that those who learned to read and write during the first part of the fundamental education campaign retained and broadened their knowledge, a special series of advanced primers was ordered to be prepared, a wall newspaper for the same purpose is to be published, and it is hoped also to produce a Sunday supplement to one of the newspapers published in Mexico City.

For the use of those who speak no Spanish, a series of primers were compiled in such languages as Maya, Tarasca, Nahua, Otomi, Hahuatl and Totenaca.

A system of rewards and punishments for those taking part in the campaign, whether students, teachers or municipal officials is being drawn up and a nation wide publicity campaign has been organised.

FRANCE

Permanent Commission To Broaden Activities

THE INAUGURAL meeting of the permanent French National Commission for Unesco will be held at the Quai d'Orsay on Thursday, March 4, in the presence of Mr. Georges Bidault, Minister of Foreign Affairs, Mr. Edouard Depreux, Minister of Education and Dr. Julian Huxley, Director-General of Unesco. The first programme session of the permanent Commission is scheduled to be held on March 19.

This permanent National Commission will thus succeed the present provisional one which, on its establishment in August 1946, was one of the first National Commissions to be set up by a Unesco Member State.

In a report recently submitted to Unesco the provisional National Commission reviews France's participation in the programme of Unesco for 1947 and the work of the Commission.

"It was inevitable", the report begins, "that France, which, at the London Conference, gave proof of her interest in Unesco by inviting he Organisation to establish the headquarters of its permanent Secretariat on French soil, should associate herself actively with the work of international understanding undertaken by the Organisation".

"In spite of the destruction the country has suffered", the report continues, "France was determined to share to the full extent of her means in the world-wide campaign undertaken by Unesco for aid to the war-devastated countries".

The provisional French Commission consisted of 50 outstanding personalities, including members of Parliament, scholars, educators, artists, senior civil servants and trade unionists. It was organised into a number of programme committees, whose task it was to study the best ways by which France can assist Unesco in the execution of its programme, its surveys and other projects.

The Arts and Letters Committee, for example, of the provisional National Commission met last year to study Unesco's proposals for the creation of the International Theatre Institute. It brought together some 30 French experts: dramatists, composers, architects and decorators, theatrical producers and actors. Under the chairmanship of Mr. François Mauriac, of the "Académie Française", the board approved the broad outlines of the Theatre Institute. It also proposed that National Theatre Committees be set up in each of the Member States of the proposed Institute.

France has shown her interest, the report goes on to say, in the project for the creation of the Institute for the Hylean Amazon. In 1947, the French Government sent a noted educationalist, Professor Erhart, to Brazil to attend the meetings of the Belém Commission of Experts.

France has concerned herself not only with her own problems of educational reconstruction, but throughout 1947, has shown active interest in Unesco's programme of aid to other war-devastated countries. Study and research fellowships were placed at the disposal of Unesco by the French Ministry of National Education. The University of Paris offered the Organisation 220,000 francs for the purchase of French books ant teaching material. Furthermore, in June 1947, the Division of Cultural Relations of the Ministry of Foreign Affairs gave 25,000 copies of French classics to Unesco for distribution to war-damaged universities and schools of other countries.

The provisional National Commission from the first attached considerable importance to Unesco's programme of Education for for International Understanding. Thus the Commission approached the Ministry of Education to study measures for developing in French children and young people, a better knowledge and understanding of the rest of the world. In this connection it is interesting to note, that the Ministry of National Education has already forwarded a circular requesting that a special course on the United Nations should be made compulsory in all French universities.

The provisional National Commission has also paid particular attention to Unesco's work in Fundamental Education. It decided to institute surveys and assemble information on the problems and results of fundamental education in the countries and territories of Overseas France, and the application thereto of Unesco's work.

Unesco has never failed to take advantage of the experience of French experts in the surveys and discussions which organisations sponsored dealing with all aspects of its work. Especially noteworthy were the French contributions in the fields of philosophy and humanities, the social sciences, the drafting of a Declaration of Human Rights and the surveying of the technical needs of war-devastated countries in the fields of mass communications.

French library services keep constantly in touch with the Libraries work of Unesco, and, in this connection, at the Conference of the International Federation of Library Associations, held at Oslo in May 1947, the French representatives secured close cooperation between the Federation and Unesco, and similar action was taken with regard to the Conference of the International Federation of Documentation held at Berne last August.

Finally, it is worth stressing that, in its position as host to Unesco the French government has taken the administrative and legal action, which has been necessary in order that Unesco itself should function effectively.

State xchange

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Austrian broadcasts of performances at the Salzburg Festivals, at the Vienna Opera and elsewhere.

Immediately after the liberation of the country, the universities of Austria began to renew their relations abroad, and to do what they could to make easier intellectual interchange with foreign countries. The University of Vienna has founded "The International Institute of the University of Vienna," which will organise lectures abroad on Austria and invite foreigners to come to Austria to lecture on their own countries.

To a certain extent Austrian professors are already able to go abroad, and their foreign colleagues are able to come to Austria, but it is hoped that much more of this kind of travel will be possible in the near future. Similar arrangements are beginning to be made for meetings between Austrian and foreign students.

The Austrian League for the United Nations has been active, notably in its work through teachers and through schools.

Trough the work which has been described in this article, and much more which there is no room to mention, Austria is being made once again a member of the comity of peaceful nations, able to contribute to, and to receive from, the general store of the cultural treasure of mankind.

23 NATIONAL COMMISSIONS AND COOPERATING BODIES OF UNESCO MEMBERS STATES

Twenty-three Member Nations have now established National Commissions or Co-operating Bodies of Unesco. These are:

Austria	Denmark	Mexico	Poland
Australia	Dominican Rep.	Netherlands	U. of Sth Africa
Brazil	France	New Zealand	United Kingdom
Canada	Haiti	Norway	U.S. of America
China	India	Philippines	Venezuela
Colombia	Italy	Peru	

In addition, CHILE and IRAN, which are not yet Member States have already established Co-operating Bodies to promote the aims of Unesco.

UNESCO TAKES PART IN U.N. PRESS TALKS

The principal contrasting views on the status and functions of the press existing today were the subject of discussion during the second session of the U.N. Sub-Commission on Freedom of Information which took place at Lake Success from 17 January to 3 February. Unesco was represented at these meetings by the Press chief of the Mass Communications Section, M. René Maheu.

The twelve experts on the Sub-Commission drafted the articles of the Declaration and Convention on Human Rights dealing with freedom of information. In addition they prepared a preliminary report on "The Rights, Obligations and Practices on the Concept of Freedom of Information" for the forthcoming World Conference on Freedom of Information and the Press, scheduled to open at Geneva on 23 March.

Two opposing points of view were expressed, with no compromise possible between the two, by a majority of proponents of Liberalism and the Russian delegate who advocated collective ownership and State monopoly of the media of information.

Pertinax (M. André Géraud) of France and M. Sychrava of Czechoslovakia, on the other hand stressed the importance of both responsibility and freedom in news distribution, and pointed out that a reasonable "equalisation" of technical facilities and equipment should be a necessary preliminary when considering fair international competition.

Although the Unesco representative at the conference did not take sides in these ideological differences, he did point out that the right of the general public to information should take precedence over the individual's right of expression. By this he did not imply in any way the denial of individual freedom of enquiry or expression or an attack on property rights of authors or inventors. If it were acknowledged, however, that the rights of the general public were fundamental, it then became possible to state the responsibilities of spreading information in terms of voluntary self-discipline instead of in terms of an external and arbitrary tyranny.

The representative of Unesco stressed the vital connection between the ideas of freedom and responsibility, pointing out that "we must find a common ground between the alternatives of freedom without responsibility — the law of the jungle—and responsibility without freedom—the law of the prison".

The Unesco representative also pointed out the danger that culture faced through the "commercialisation" of the news industries.

Thus, the meetings of the Sub-Commission at Lake Success provided valuable information which will serve as the basis for the forthcoming discussions at Geneva. Here again Unesco will take up the cause of intellectual freedom and understanding between the peoples of the world by stressing the need for mutual respect of ideas and cultures.

AFGHANISTAN SEEKS UNESCO MEMBERSHIP

The Director-General has received a letter dated February 14 from the Minister of Education of Afghanistan, applying for admission to Unesco.

As Afghanistan is a member of the United Nations, her admission to Unesco is only contingent on her signature and acceptance of the Constitution, and on the deposit of the Instrument of Acceptance with the British Foreign Office.

A view of Beirut, the Lebanon, where the Third Session of Unesco's General Conference is scheduled to take place this October.

Unesco Strengthened By Mexico Conference

The following article is reprinted from the publication of the U.S. National Commission, "National Commission News":

By **William BENTON**
Chairman of U.S. Delegation to the Mexico Conference

It is difficult to appraise realistically the General Conference at Mexico City. Certainly the Organisation itself emerged stronger; its program emerged in sharper outline; and the goal of international collaboration in the fields of education, science, and culture emerged as bright as ever.

At my final press conference at Mexico City I said that it seems certain Unesco will contribute **something** to world understanding; and that it stands perhaps a 10-per cent chance to live up to the soaring hope of its constitution, providing it will do four or five fundamental things. That 10-percent chance seems to me well worth all the effort we can put into it. This would be true if the chance were only 2-percent.

Here are some of the things Unesco must do to win this particular one-in-ten bet:

1) It must find great leadership. It must attract to its service the ablest men and women in the world;

2) It must develop the means by which peoples can talk directly to peoples through the great modern media of communication, so that individuals of each nation are in the most direct possible intellectual and cultural contact with individuals of other nations;

3) Under Unesco's leadership, standards of popular education must be raised throughout the world as rapidly as possible; education offers the most effective resistance to the appeal of war;

4) It must deserve as well as receive an adequate budget. It is true that Unesco is prepared to spend only $7,700,000 effectively in 1948. But it should be looking toward the time when it can efficiently spend 10 times that much. That time will come with strong leadership and with the further development of vital projects.

In the field of education, Unesco is now prepared to call the best teachers of the world together to consider what are the best teaching methods; to gather the best technical information on raising literacy standards; to develop the use of mass communications for education; to call regional study conferences and adult-education seminars; to stimulate the schools of the world to take a positive approach to the teaching of international understanding. There are projects now ready for the first time to be put into practical operation.

I consider the transition from ambitious proposals to working realities the major achievement of the Mexico Conference. I hope that Unesco is beginning to attack in a practical way the problems which brought it into existence.

Some of the obstacles, it seems to me, to extending this beginning are:

1) **The depth and complexity of national differences.** Strongrooted national interests express themselves as surely in debate in Unesco Conference sessions as in international conferences involving military security. In spite of a real effort to collaborate, larger political alignments affect the attitudes of delegations;

2) **The inadequacy of international communications.** The world has developed its ability to destroy understanding far beyond its ability to preserve it, and its power to incite hostility far beyond its power to inspire confidence;

3) **The natural lethargy of men who feel themselves safe from immediate danger.** It seems to me that only an honest appraisal of the true state of world affairs, coupled with an effective program to dramatize the need for better understanding, can overcome this lethargy, which is perhaps the greatest danger to the success of Unesco.

"Way of Life" Book Series Planned by Unesco

THE great discovery most people make who move around in the world with open eyes is that other nations have ways of doing things which are altogether strange—and yet work. To this discovery there are two typical reactions. One is: "That's different; I don't like it." The other is: "How interesting; that's a new line on things." Which of these two reactions is forthcoming decides in large part whether there is to be international friction or international understanding.

One way of making it more likely that differences will be seen in an attractive light is to let the traveller into the secrets of the foreign people he is visiting. If he knows that they have this or that peculiarity and then proceeds to make the discovery for himself, in his own personal contacts, the chances that he will be saying "How interesting..." are greater.

One of Unesco's main tasks is to pave the way to international understanding by every means possible. It is accordingly setting out on a piece of work which has never been attempted on a world scale before. In the course of the next two years it hopes to be able to present to the peoples of the world a small bookshelf—twelve, sixteen, twenty volumes perhaps—handy in size, with a number of illustrations, the titles of which will read: "The American Way of Life"; "The Brazilian Way of Life"; "The British Way of Life"; "The French Way of Life"; "The Norwegian Way of Life"; "The Polish Way of Life", "The Swiss Way of Life", and so on for all the principal peoples of the world.

Dipping into one of these books, we should find a number of aspects of that nation—how the people govern themselves, how they educate themselves, how they look upon other peoples, what things they have shown themselves ready to die for—set out in a manner which illustrates the peculiar quality of that group of human beings, their "national character" as it is sometimes called, their hopes, fears, beliefs and values, their 'way of life.' Moreover, if we are particularly interested in education, say, and would like to know how the different forms of education are an outgrowth of the way of life of the different peoples, by reading the comparable chapter right through this small bookshelf and we can have light on the world's idea of education as never before.

Who would be likely to use such a bookshelf? First, clearly, men and women in universities who are studying international relations. The very substance of international relations is understanding the diverse ways of life of the peoples of the world, of appreciating how this diversity makes for the richness of life, and at the same time of perceiving the underlying unity upon which a viable world system can be built. Second, in the international seminars organised by Unesco, these 'Way of Life' studies would clearly be of the utmost value.

A reading of one another's 'Way of Life' should help to bring about a deeper undestanding—even if it were no more than an 'agreement to differ,' provided that the real source of the difference is realised. Third, the staffs of the United Nations would undoubtedly make use of these books. When, for instance, a Brazilian member of the Secretariat of one of the U.N. organisations or agencies is visiting Poland for the first time, the volume entitled "The Polish Way of Life" should be of value to him. Hundreds, possibly thousands, of such cases are likely to arise every year. Fourth, when a country appoints a new member of its consular or diplomatic service to some foreign country, the "Way of Life' volume on that country should go in his bag. Generally, without multiplying further instances, all travellers—whether travellers in the flesh or travellers in the mind—should find this series of value.

A pleasant idea, the critic remarks, but how is it to be done? In this, Unesco is fortunate that it can count upon an Organisation built up during the inter-war period. The International Studies Conference, for a number of years before the Second World War, had already brought together most of the men and women in the world engaged in the scientific study of international relations. In mor than twenty countries the International Studies Conference has National Sections which are effective operating units. It is these National Sections, under the overall supervision of the International Studies Conference, that are assuming responsibility for making the 'way of life' studies.

As will be seen, this provides the means of dealing with the two main difficulties encountered in an enterprise of this kind. The first difficulty is how a country's way of life shall be presented in a fashion that other countries can understand.

The other major problem is to secure that the studies made are not flights of fancy, but scientific objective analyses—which, at the same time, are readable, for if they are not read there is little purpose in their being made. To deal with this, the National Sections will choose an experienced writer in this field to make the book, while a small group of specially chosen experts in international relations will review it for its scientific accuracy.

Four National Sections have voluntereed to be what Dr. Julian Huxley called the "guinea-pigs," the first to make the experiment. It is hoped to bring their spokesmen together in Unesco House in March and to work out the broad lines of this first large-scale co-operative study of the creative diversity of the peoples of the world.

Percival W. MARTIN.

Work of Unesco Important To Latin American Countries

Ecuador Executive Board Member Says

In an interview recently granted to a correspondent of the "Unesco Courier", Dr. Benjamin Carrion, the newest member of Unesco's Executive Board spoke of the importance to Latin America of the work of the Organisation and the literature of his country, Ecuador.

Dr. Carrion, a distinguished man of letters and diplomat of the Ecuadorian Republic pointed out that "International teamwork in the fields of education, science and culture is receiving the full support of all of the countries in Latin America.'

"The spirit of Spanish America," he added, "is an open one. It is essentially intellectual, and rejects violence and brute force."

"Interest in Latin American countries,' Dr. Carrion continued, "is at present concentrated on the Unesco project for the Institute of the Hylean Amazon, since it directly affects Brazil, Colombia, Peru, Venezuela, Bolivia and Ecuador. Unesco is performing an important and necessary task in summoning representatives to the meetings in Peru and Brazil which will establish the Institute. Whatever the result of these meetings—and I sincerely hope they will be successful—they will contribute to the ever increasing development of co-operation amongst our countries in South America."

Turning to Unesco's programme in Fundamental Education, Dr. Carrion stated that Ecuador has been active for several years in a nation-wide campaign in this field. One publishing house alone has already printed more than 200,000 reading primers, he declared. "I can assure you that the Mexico Conference on Fundamental Education was greatly impressed by our results in this field. The work of education and culture is difficult and requires time. Ecuador for example is extremely interested in the work to begin soon on the proposed Pilot Project in Cuzco, Peru. Certainly the results achieved in applying Fundamental Education to the native problems of the Cuzco Indians can be usefully and effectively applied to other areas and other climates."

At the close of his interview with the "Unesco Courier" correspondent, Dr. Carrion touched very briefly on Ecuadorian literature. "Ecuadorian writers of today," he stated, "are particularly concerned with the social problems of their country. The novel *'Huasipungo'* (an Indian word meaning 'native land'), for example, written by one of Ecuador's leading contemporary writers, Jorge Icaza, is a forceful attack against the exploitation of the native Indian population. In a sense it reflects the social and political evolution of Ecuador and the important influence of the ideas of social justice on the younger generation of today. *'Huasipungo'* cannot be described as a political book, since it is devoid of political implications. Rather it is a realistic work, the product of a particular phase in the history of our country."

Señor Benjamin Carrion, of Ecuador, newest member of Unesco's Executive Board.

London, Lake Success and Prague to be Host to Unesco Summer Seminars

Latin American Seminar also Planned

Sites for three Unesco educational seminars to be held this summer, bringing together outstanding educators from all parts of the world, were officially announced on Februrary 24 at Unesco House.

Unesco has communicated with its forty-one Member States, requesting Ministries of Education to arrange for representative participants in the seminars. The participants are to be key educational personnel in each country, men and women who will be able to influence the teaching practices of their home countries on their return from the seminars.

The seminars play an important role in the programme of Unesco, for through them Unesco hopes not only to raise educational standards throughout the world, but to bring together influential persons in the field of education and thus strengthen the bonds of international understanding among all peoples.

The first of the seminars will concern "Teacher Education" and will be held for six weeks in or near London during July and August. The invitation to meet in England came from the British government.

The second seminar will concern "Childhood Education" and is planned for Prague for a period of six weeks, also this summer.

The third seminar on "Teaching about the United Nations and its Specialised Agencies" will be held for six weeks during July and August at Adelphi College, in Garden City near Lake Success, New York. Close co-operation in this seminar will be maintained with the United Nations.

It is planned to have some sixty educators attend each of the seminars, which are an extension of the first such experiment by Unesco last year. At that time, nearly one hundred key world educators attended a six-week seminar on "Education for International Understanding," at Sèvres, near Paris, and was attended by representatives of thirty-one nations.

For the three seminars scheduled this year, Unesco will pay the administrative costs and board and room expenses of each participant. The governments will be expected to arrange for the travel expenses of their participants.

A fourth seminar is projected for 1948 in which Unesco will cooperate with the Pan American Union, and which it is hoped will attract representatives from all the Latin-American countries. Subject for study at this seminar will be "Educational Problems in South America."

In all of the seminars, a similar programme will be followed. General meetings of the participants will be held regularly, along with small study groups to consider specific aspects of the main subject.

M. Jean Thomas Speaks of 'Unesco and Culture'

Prior to his departure for New York on the 17 February as the Unesco representative to the recent session of the Economic and Social Council of the United Nations, M. Jean Thomas, Assistant Director-General of Unesco was invited to address an audience of professors and students at the Sorbonne. He spoke on the subject of "Unesco and the Problems of Culture" before members of the "Groupement universitaire pour les Nations Unies" and invited guests.

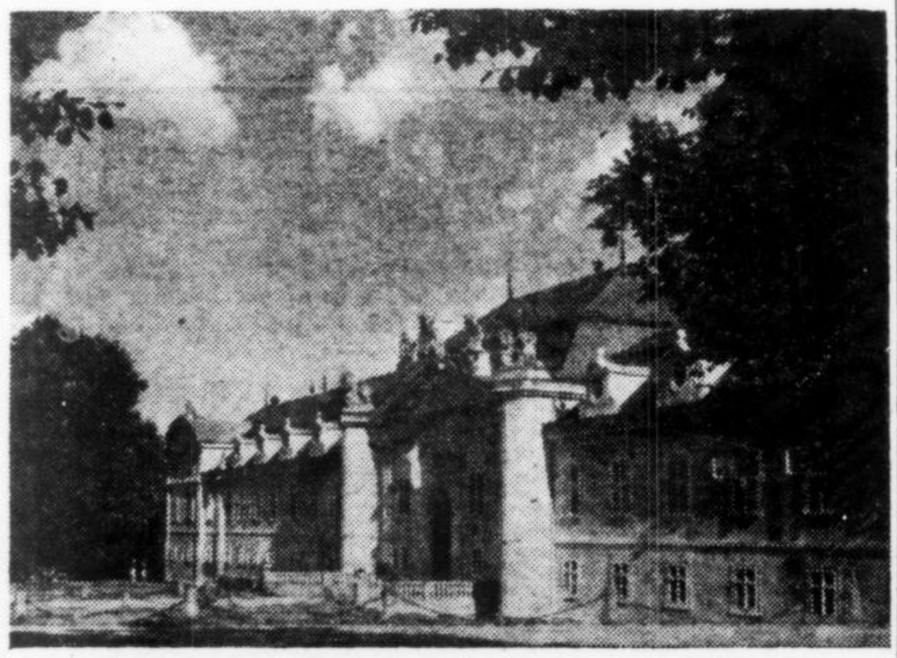
M. Thomas pointed out that the United Nations might be thought of as the sun, and Unesco as one of the planets revolving round it, but this did not mean that Unesco's work was secondary or strictly dependent on the United Nations. Comparing the disappointments met with in the League of Nations with the much more positive history of the I.L.O. (International Labour Office), before the war, M. Thomas indicated that the Specialised Agencies were often less vulnerable than the central political organisation. "Unesco, of course is not entirely unaffected by politics," he said, "but on the cultural plane, it can achieve agreements provided it deals with problems from a practical angle."

The Assistant Director-General thus considered Unesco's work from the practical point of view and showed how it was meeting real problems arising in the modern world on the cultural plane.

The first question to which Unesco sought an answer, he said, was that of "cultural isolationism." Unesco's task was to broaden the horizons of the different peoples of the world, to bring them into touch with other modes of thought and behaviour. This did not mean, he continued, that Unesco was seeking to set up a single culture or to enable one particular culture to dominate the others. "Unesco," said M. Thomas, "does not wish to impose on the world either a single school of art or a single school of philosophy. The very notion of a single culture is absurd to-day."

The second problem of direct interest to Unesco, with regard to the development of culture, M. Thomas stated was that of the participation in cultural life of a larger sections of society. He stressed this as a very important aspect of the Organisation's work. "Unesco," he said, "attaches the highest importance to the specialised work of scientists, philosophers and creative artists, and devotes a large proportion of its funds to the dissemination and "popularisation" of culture... We must bear in mind, the number of people who can be reached to-day by the cinema, gramophone records, the press and radio. The influence of such modern instruments of culture is vast, and it cannot be said that they are at present fulfilling their true mission of raising the cultural interests of the public." Accordingly, Unesco is encouraging the production of articles, films and radio programmes of cultural value he declared, and is taking positive steps to facilitate their distribution in the different cultural areas of the world.

"Unesco," he said, "may not yet be known to the general public. But the main thing is that its programme should reach the masses through a series of concrete results. It is actually of minor importance whether the public's collaboration is a conscious or unconscious one."



The 1st Congress of the International Theatre Institute will be held at the Palace of the National Council, Prague, shown above. A seminar on Child Education will also be held in Prague this summer.

A CHINESE PIONEER

Dr. Yen Describes Work of Mass Education in China

(EDITOR'S NOTE: We reproduce below the abridged text of an address by Dr. James Yen, one of the pioneers in the Mass Education Movement in China, delivered last year at the Unesco sponsored Summer Seminar in Education for International Understanding at Sèvres, France.

by Dr. James YEN,

Director, College of Rural Reconstruction, Hsih-Ma-Chang, Chungking, China; Founder and Director of the Chinese Movement for Mass Education.

FOR ABOUT twenty - six years I have belonged to the Chinese Movement for Mass Education. This movement originated, not in China, but in France during the first world war. Chinese took part in this war on the battlefields of France; Chinese workers shared in the work of military engineering corps and in war production in France, Great Britain and the United States.

But these Chinese combatants and workers were very unhappy owing to their ignorance of the French and English languages. They were isolated, and received no news of their families or their country. The French and British authorities asked for volunteers—students—to serve as interpreters for these men. In this way it came about that I embarked for France.

It was the opinion in China for centuries that scholars alone should learn to read and write. That was the exclusive privilege of the scholars. For centuries it had been the view that ordinary folk—the people—should not and could not read; the farmer, the worker could not and should not learn such an art. I decided, however, to try, and to undertake the education of my men. It was my idea to form a little school, where I could teach them to read and write.

I began with very simple words and sentences. I composed pages for reading. At the end of my programme of work 35 out of 40 of my pupils had entirely succeeded. This experiment became known, and I was asked to develop and apply it to the education of 200,000 Chinese workers then in France.

We then joined up with Chinese volunteers, like myself, in France, Great Britain and the United States. We organised in Paris a seminar which lasted for some ten days. Together we prepared and set on foot a programme and scheme of teaching. Classes were organised throughout France.

平民教育

That was the beginning of the Chinese Movement for Mass Education.

In China, we worked out our methods of teaching more thoroughly, more scientifically. We chose a vocabulary suitable for the purposes of averages pupil level The Chinese language comprises some 40,000 characters. The current language of everyday life involves the use of between four and five thousand characters.

A farmer, a worker or a citizen must know about 1,300 basic characters.

We have published dictionaries and other books containing the main characters to be learned. A programme of work has been drawn up providing for one hour's lesson each day, except Sundays, for a period of four months. This educational scheme enables the pupils to read papers, pamphlets and other publications issued for their benefit.

We have a service of 100,000 teachers, all of them volunteers, who devote several hours of their time each day, without any remuneration, to the education of the masses. These teachers belong to every educational grade.

This movement has constituted a veritable revolution in China; it has brought together coolies and scholars. The thousand-year-old barriers between these two social classes have been broken down, and a truly democratic movement has been set on foot.

The fight against illiteracy was only the first step in the task to be accomplished. We wanted to establish a complete range of instruction, to found a true educational system.

In China 85% of the total population of some 400 to 500 millions live in the country provinces, spread out over thousands of small villages. We therefore felt that the duty of us students, of us scholars, was not to visit libraries but to go into the country.

Four Main Difficulties

The problems to be solved were many and vast, but they were connected in a general way with the following four fundamental points: (1) illiteracy, (2) poverty, (3) disease, (4) bad government. We applied our system, which enabled the people to learn to read and write in four months as a result of one hours work a day.

Six schools for demonstration were founded, and were run entirely at the expense of the Chinese Movement for Mass Education. By degrees, hundreds of schools were established, with the result that every village in the county soon had a school, known as the "school of the people".

The result was excellent, for after three years' work this movement had, of itself, developed to such a point that more than 80,000 young people, from 18 to 25 years of age, had passed through them. These young people felt the need of forming associations—"Fellow Scholar Associations". They founded a paper called "The Farmer", and also introduced radio into the villages. Theatrical events were organised; dramas and small plays were performed; theatrical companies travelled from one village to another.

There is a vast medical problem to be solved in China. This problem has a dual aspect. In the first place, public health in China is bad because of the poverty of the population. In the second place, health services, particularly medical personnel, are notoriously inadequate. China has only one doctor per 75,000 or so inhabitants.

We established in our "laboratory county" the following system: we mobilised all the good will, all the elements which were capable of receiving rapid first-aid and medical training.

The health centre was the county, with its hospital and its complete and perfected equipment. This system permitted the maximum protection of public health with the very limited resources available. It had such satisfactory results that the Chinese Government appointed groups of doctors to the different counties, with the recommendation that an organisation similar to that in our "laboratory county" be instituted.

A Table with Three Legs

We had set on foot an educational, agricultural and a health programme. For these to be effective they had to be authorised and applied. But for the purpose of applying them we had, at the head of the county, only one authority, that of the governor of the county, generally corrupt, dishonest, and above all indifferent to social problems.

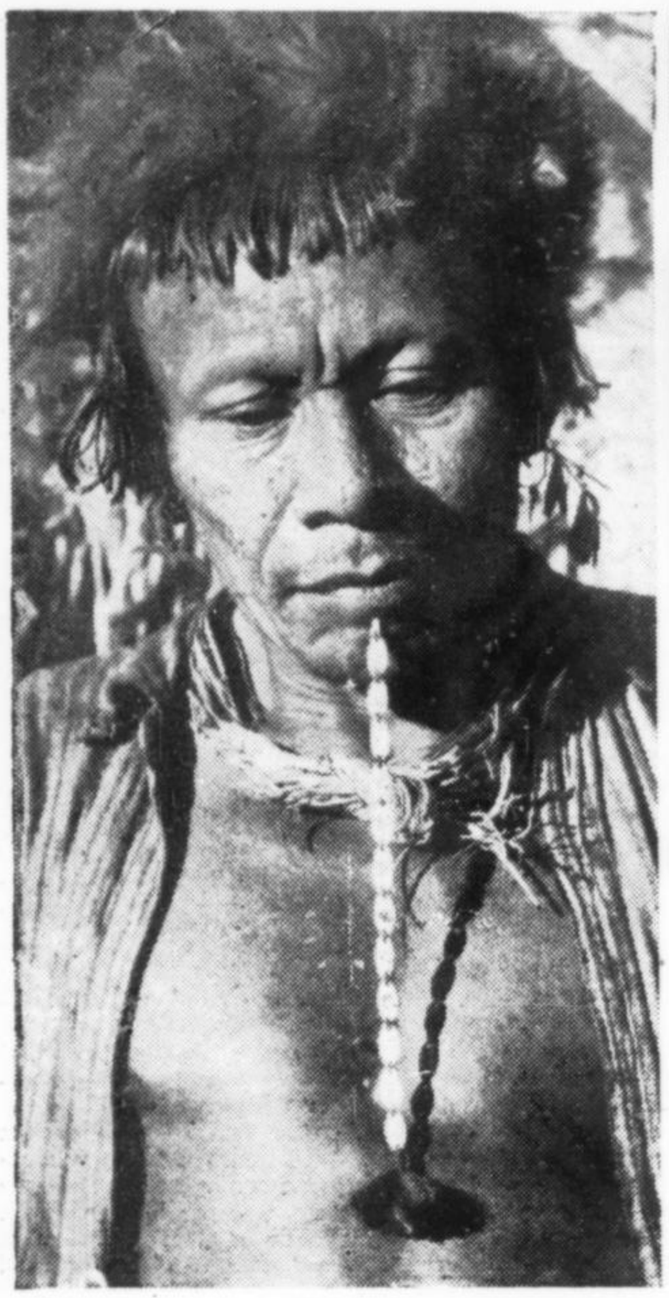
I sought an interview with General Chang-Kai-Shek and told him that we possessed a table with three legs—an educational, an agricultural and a public health leg—and that we absolutely had to have a fourth leg so that the whole structure should be solid. This fourth prop was the support of the government. I asked him to entrust us with a single county, our "laboratory county" of about 400,000 souls; to entrust us with the government of that area. A year and a half later we received a favourable reply.

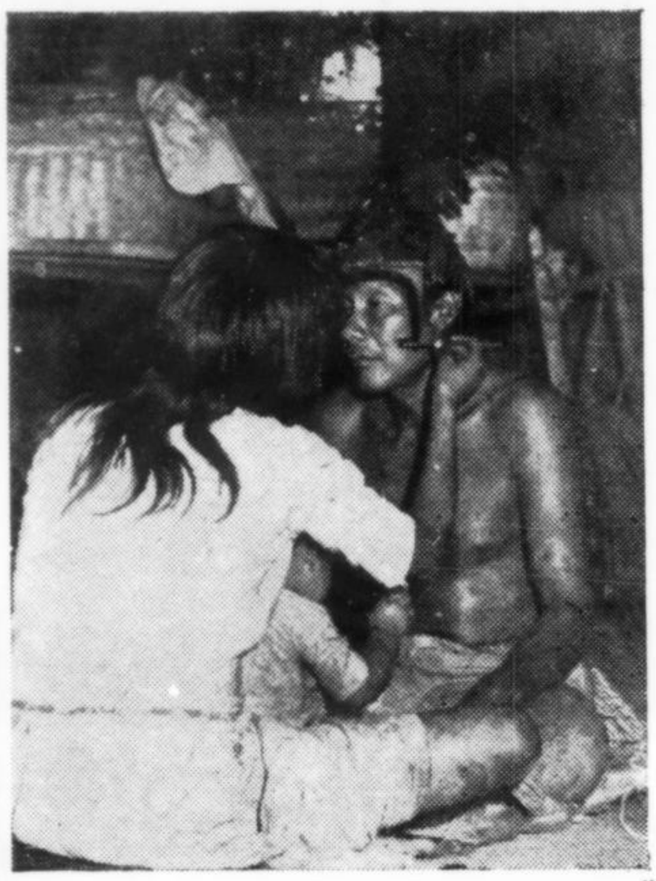
We are a movement of the people. Our action has gradually spread throughout all China. Our results were achieved in seven years, from 1929 to 1936.

A World Problem

But these problems are not peculiar to my country. Three-quarters of the inhabitants of the world are in like case. I have been to India, and the problems afflicting China are the same as those afflicting India. I have been to Cuba, and there the problems are the same.

Unesco is a great institution, but in order to succeed it must work with the object of using the resources of the privileged quarter of the world to raise the standards of the non-privileged three-quarters. I know that this will take a certain time and that it is only by degrees that we shall succeed in improving the living conditions of the masses of humanity.





The Conference for the establishment of the International Institute of the Hylean Amazon will meet in Peru on April 30. It is expected that the headquarters of the Institute will be in Manaus, Brazil. Pictures show Indian inhabitants of the Hylean Amazon region, who number about three hundred thousand, still living under extremely primitive conditions. The density of the population of the area is one of the lowest in the world.

Meeting Set for Hylean Institute

(Continued from Page 1)

tinuity and greater resources, the admirable efforts of the past.

Only an international body, jointly maintained by the countries of the Amazon forest region and those which, although not a part of it, are specially interested in the problems of the natural and social sciences peculiar to it, is capable of ensuring lasting results to such an undertaking.

The reception given by Bolivia, Colombia, Ecuador, Peru, Venezuela and the three Guianas to the project submitted to Unesco by Brazil, is proof of the opportuneness and possibilities which it holds. The support and co-operation which the United States of America and India have proposed to give it are further evidence of the international character and scientific significance of this plan.

In close co-operation with the different countries and territories of the Amazon, the proposed IIHA would undertake all work which, within the framework envisaged by the Convention of the Institute, would be of direct interest to them. The results thus obtained would, moreover, be of eventual benefit to all the tropical zones of our planet.

The first meeting of experts held in Belém do Para, Brazil, in 1947, with a view to creating the IIHA, drew up in detail a plan of work. The many problems relating to the natural environment and conditions of life of man in the equatorial forest were examined. The scientific surveys and researches recommended include the subjects of physiography, pedology, botany, zoology, agriculture, social sciences and education.

Among the many projects contained in the general plan of the Institute, some can be carried out immediately, while others will require many years of patient toil.

Among the suggestions for the future work of the Institute are the establishment of regional research centres in such places as Iquitos, Peru; Belém, Brazil; and Riberalta, Bolivia.

The proposed Institute would work closely with, and, as far as possible, through institutes located in the countries of the Hylean Amazon region. The programme of the Institute would also take cognizance of the research under way on problems closely related to those of this region in research institutions in other parts of the world.

It is hoped that, at the forthcoming meeting, representatives of the interested Governments will sign the draft Convention and set up an interim commission to serve until the Member States have ratified the Convention, and the Institute comes formally into existence.

It is estimated that during the first year of operation the Institute could effectively carry out a programme costing approximately $300,000, excluding the expenditures for buildings and permanent equipment.

Unesco Promotes Development of National Book Exchange Centers

The Second General Conference, Mexico City, November 1947, instructed the Secretariat of Unesco to "promote the organisation, maintenance and development of national book exchange and distribution centres".

These book centres are already operating in such countries as the United States of America and the United Kingdom and have, in the past, been able to send important quantities of books and periodicals to war-damaged libraries throughout the world. Most of the material which has in this manner been used for the benefit of education, science and culture would normally have gone to the paper mills and thus been lost.

Not only in the U.S. and the U.K. but in many other countries as well, vast and relatively untapped reserves of books exist which could be made available to war-damaged areas provided appropriate organisations for their collection, allocation and distribution can be established. It will be the task of the book centres which Unesco has been instructed to promote wherever possible, to collect and distribute these books and to get them into the hands of those who actually require them, and to avoid "book dumping".

These Centres will be National Book Centres, and not centres under Unesco's administration, but Unesco's Clearing House will cooperate with such centres in the allocation of material to the libraries which are the most in need of it.

It should be well understood that book centres in war-damaged countries should in the first place serve the needs of its home libraries, and only the material not actually needed within the country will be made available to libraries abroad.

At the same time, these Centres will act as focus points to which gifts will be addressed from donors abroad for appropriate distribution inside the country. It is also hoped that in due course these book centres will develop into permanent exchange centres, used not only in the interest of reconstruction but also in the service of permanent library needs, e. g. for the exchange of literature usually exchanged internationally.

In accordance with the resolution above quoted, Unesco with the cooperation of the Temporary International Council for Educational Reconstruction (T.I.C.E.R.) has endeavoured to promote the creation of a French National Book Centre; and it is hoped that this Centre will start functioning in the near future.

EX-ENEMY STATES DISCUSSED

Negotiations are under way between Unesco and Occupation Authorities in Germany to determine what elements of the Unesco programme may be carried out in that country. Similar discussions will be initiated shortly with the Allied Control Authority of Japan.

The Executive Board at its first 1948 session in Paris during February, reviewed negotiations which have been carried on to date between Unesco and the Allied Control Authorities in Germany, aimed at the extension of elements of Unesco's world programme into former enemy states. It decided also that similar negotiations should be undertaken immediately with the Control Authority of Japan.

Letters were dispatched by the Director-General to the military commanders of the four Occupation Zones of Germany, and an answer from General Lucius D. Clay (U.S.A.) was received inviting further discussion on the subject.

The Executive Board approved a resolution that Dr. Huxley and Dr. Walker prepare a joint report on the overall picture of the negotiations for consideration at a specially-convened session early in April.

PRESS REVIEW

"DISCOVERY" (Great Britain), February 1948.

Mr. Ritchie Calder in an article entitled "Science is Unesco's Strong Point" writes as follows:

"Without question, the section which proved itself the most efficient both in execution of its 1947 programme and in its proposals for 1948, was the science section. Some of the delegations were suspicious of the amount which was being spent on science. They were dubious, for example, about the grants-in-aid to the Scientific Unions. The experts on the working party were instructed to examine and curtail. They examined and confirmed.

The explanation, of course, is that in science Unesco, as in no other field, took over a 'going concern'.

Some dubiety was expressed (and removed) about the Hylean Amazon project. This was initiated at the first Unesco Conference in Paris from an offer by Brazil to make available an institute, as an international centre for the study of the problems of the Amazon area. That embraces a third of the continent of South America and involves seven sovereign states and three European dependencies—the Guianas. It is largely unexplored and there is little systematic knowledge about its natural characteristics. There is the obvious wealth of timber and convertible vegetation.

Humboldt, the German explorer and naturalist, called it 'Hylea' 130 years ago. Since then explorers have skirmished in the area. Weird tales have been written in serious works as well as in the 'penny-bloods'. Air lines ply across it and see only a closely-knit carpet of green, but where is the bulldozer which could drive a path through?

Some of us thought it exciting. Or it could be made so and, heaven knows, Unesco needs something colourful to catch the public imagination. Others thought it too ambitious for Unesco with its limited resources. Others asked why the countries concerned could not join up and tackle the problems and share the cost. That was missing the whole point; it is not just a Pan-Hylean project but an international one to establish a lien on the development of this area not merely for he governments concerned but for the people of the area and the benefit of the whole world.

To begin with, it would be the hunting-ground of the 'ologists' — anthropologists, zoologists, archaeologists, climatologists, geologists, mineralogists, etc. That would be the Unesco phase of research and inquiry. But the plain '-ists' would move in later—the arborists, agriculturists, nutritionists, the applied chemists and, maybe, pilot industrialists under the aegis of the Food and Agriculture Organisation, to work out methods of sane development.

A pipe-dream, perhaps. But all that Unesco was being asked to do was to endorse a conference of international experts which had already met at Belem and had agreed on the initial steps. Unesco was to make a contribution to the initial expenses, the bulk of which was to subscribed by the governments of the ten countries.

Apart from its scientific value, just think how Hylean Amazon might help Unesco to capture the popular imagination. To make it so, should be a priority job for the 'Ideas Bureau' for which the British delegation asked half-a-million dollars."

"WASHINGTON STAR" (USA), January 15, 1948.

"Jungle Venture for the U.N."

"The project though still in the planning stage, promises to be one of the most interesting and exotic ever undertaken on an international basis. Its practical value cannot be measured at this time, but its potentialities seem great enough to warrant co-operative action... Sections of it have been penetrated by numerous expeditions in the past, but there has been no systematic exploratory effort comparable to the projected Unesco undertaking."

"LE SOIR" (Lebanon), 20 January 1948.

In an article entitled "L'Unesco au Liban" this paper states:

"The destiny of a nation does not depend on its territorial or geographical size. The example of the Lebanon is proof of it. The Lebanon emerged into the international world after a successful struggle and at once made a place for itself fitting its cultural, spiritual and historical past.

Unesco has chosen the Lebanon as the seat for its Third General Conference. After Mexico, our country will soon be host to the members of the largest cultural organisation in the world. The importance that this event takes on for the Lebanon and the Lebanese need not be stressed.

In this choice one might see the fulfillment of the role that the Lebanon is filling and must continue to fill: that of a bridge between the cultures of East and West. The Lebanon can be justly proud of this role and should take all steps so that the forthcoming Conference is a success."

"THE QUEENSLAND COUNTRYWOMAN (Australia), January 1948.

"Fundamental Education has been part of Unesco's programme from the very beginning. It has received 'widespread and enthusiastic support from a score of countries as diverse in background and in standards of education as Brazil, China, France, Iran, Mexico, Norway, Netherlands, Poland, the United Kingdom, the United States and the Union of South Africa!

"If we turn back to Unesco's definition of the aim of fundamental education, we shall all agree it is worth while if it 'enables man, as an individual, to live a fuller and happier life in adjustment with a changing environment', and promotes the world peace for which we all long."

Editor: S. M. KOFFLER.

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